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ABSTRACT

This survey of Ohio adults was intended to gauge attitudes on a range of educational issues. Key findings include: (1) Ohioans are optimistic about the future; (2) they favor limiting school enrollment to 400 or less; (3) respondents believe that in addition to rebuilding the physical structure of Ohio's schools, there is a need to rebuild the social structure surrounding schools and children; (4) Ohioans continue to greatly overestimate the cost of 1 year's tuition at a public 4-year college or university by almost 2 times the actual cost; (5) respondents believe the top priority for Ohio's education spending is grades K-12; and (6) urban residents particularly favor smaller school size. Detailed findings are presented in the areas of the state of the schools, school improvement, school facilities, college and career access, funding education in Ohio, and urban district comparisons. (EV)

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KnowledgeWorks Foundation

Ohio's Education Matters:

KNOWLEDGEWORKS FOUNDATION 2002 – 2003 POLL

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March 20, 2003

Mr. William Brenner
National Institute Of Building Sciences
1090 Vermont Ave NW Ste 700
Washington, DC 20005-4950

Dear Mr. Brenner:

On behalf of KnowledgeWorks Foundation, I am pleased to share with you a copy of *Ohio's Education Matters* KnowledgeWorks Foundation 2002-2003 Poll. This is the third annual release of the poll and once again, we asked Ohioans their views on Ohio's top education issues.

Among the results, these are a few of the valuable insights that I think you will find of interest:

- Ohioans recognize that actual urban high school graduation rates lag behind the actual high school graduation rate, but may not realize the severity of the problem in Ohio's "Big 8" urban districts.
- Ohioans express a strong preference for high schools with less than 400 students over big schools with more than 1000 students.
- Ohioans are sending a strong message, that in addition to rebuilding the physical structure of Ohio's schools, there is a need to rebuild the social structure surrounding schools and children.
- Ohioans greatly overestimate the cost of one year's tuition, room, and board at a public four-year college or university, but they also believe higher education is heading in the right direction and the opportunity to enroll in college has stayed the same or increased over the last ten years.
- Ohioans expressed strong concern about the reduction of K-12 education funding and indicated they would express that in their voting practices for elected officials.

I am sharing our poll with you because I believe you share our view that Ohio's education does matter. If you know others who would find *Ohio's Education Matters* of interest, please invite them to visit our web site at www.kwfdn.org.

Should you have any questions regarding the poll or related issues, please contact Ginger Irvine in our office at (513) 929-1181.

Sincerely,

Chad P. Wick
President and CEO

Enc.
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About KnowledgeWorks Foundation

History

KnowledgeWorks Foundation was created in 1998 as a charitable foundation through the reorganization of the Student Loan Funding Corporation. With approximately $200 million in assets, KnowledgeWorks Foundation is Ohio's largest public education philanthropy.

Our Operating Philosophy

KnowledgeWorks Foundation is dedicated to removing barriers to education for all individuals. The Foundation believes in universal access to educational opportunities for individuals to achieve success, and for the betterment of society. This is best accomplished through authentic collaboration with public and private entities. KnowledgeWorks Foundation provides funding, participation, and leadership for education initiatives throughout Ohio.

Why KnowledgeWorks Foundation Conducts This Poll

KnowledgeWorks Foundation looks for ways to offer practical solutions to tough problems. A cornerstone of this effort is to understand and engage the public in the problem-solving process, which is why KnowledgeWorks Foundation has commissioned this poll. The public's thoughts and opinions are used in several ways. First, opinions from this poll help inform public policy by helping decision-makers better understand Ohio's needs and the best alternatives for meeting these needs. Second, the poll allows the Foundation to test the Foundation's program concepts and priorities with those of the public. In the light of this understanding, the Foundation creates, validates, or modifies programs to increase its impact and relevance to Ohio's needs. Third, polling creates a baseline against which the Foundation can measure ensuing progress.

This is the fifth year of KnowledgeWorks Foundation operations and the third year of polling. As with previous polls, this research has provided several key insights and lessons the Foundation will use throughout the year in the following areas of focus and action.

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Program Areas

School Improvement

Academic performance in Ohio's urban public schools is among the lowest in the state. The Foundation's School Improvement initiatives seek to address the challenges of these schools and their students. A special opportunity exists today to redesign schools and the teaching process to ensure that all Ohio urban youth are able to meet state standards, graduate, and have the option of pursuing postsecondary education. The School Improvement program area's efforts are based upon the findings of research and best practices from around the country. KnowledgeWorks Foundation focuses on developing learning environments in urban schools where all students learn effectively in an atmosphere of high expectations.

The primary goal for KnowledgeWorks Foundation's School Improvement initiatives is to support dramatic transformation in how urban schools are designed and organized to produce measurable student performance improvements within the next five years. As communities and school districts strive to reach this goal, conventional wisdom will be challenged and stretched to make room for new and innovative approaches. Others will look to the Foundation for guidance and leadership in helping policymakers and districts across the country fundamentally alter the context and delivery of quality education for urban students.

Communities & School Facilities

In order to provide high quality learning environments for all of Ohio's children, the state of Ohio has initiated a plan to spend more than $23 billion in local and state funds on new school construction and renovation over the next decade. To make the best possible use of this "once in a lifetime" opportunity, KnowledgeWorks Foundation is working to encourage school districts to:

- engage their communities in the planning of local school facilities,
- research and reflect on effective learning environments, and
- promote the concept of "schools as centers of community" – where school buildings are designed as multipurpose facilities for the benefit of the entire community.

The primary goal of the Communities & School Facilities program area is to provide Ohioans with inspiration and information as they engage in the renovation and construction of local school facilities. Based on the experience of many communities in Ohio and across the United States, the Foundation believes that school districts make better decisions about their resource investments, facility plans, and program options when they use available research information to support collaborations with their communities. KnowledgeWorks Foundation is committed to serving as a resource for districts and communities as they work together to create exciting and successful schools.

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College & Career Access

KnowledgeWorks Foundation believes that every Ohioan needs education and training beyond high school, not only for their own individual development but also in support of Ohio's economic future. The Foundation is committed to ensuring that Ohioans, both high-school-aged and adults, have the information and financial resources they need to access postsecondary education and training. Moreover, the Foundation is committed to promoting innovative practices that focus on transition and completion for populations underrepresented in postsecondary programs today.

The primary goal of the College & Career Access program area is for Ohio to have postsecondary educational opportunity at multiple levels – apprenticeship, certificate, associate, or bachelor's degree – that will enable any Ohioan to access and complete chosen learning beyond high school and throughout life.

METHODOLOGY

ABOUT PAUL WERTH ASSOCIATES

As in 2000 and 2001, Paul Werth Associates conducted this poll on behalf of KnowledgeWorks Foundation. Paul Werth Associates is proud to partner again this year with KnowledgeWorks Foundation on the creation of this important statewide survey. Paul Werth Associates, founded in 1963, is a full-service public relations, public affairs, and marketing communications firm with in-house research services. Through the years, Werth has conducted a number of statewide studies for client organizations on Ohio's education system. To learn more, visit www.paulwerth.com.

RESEARCH

The primary research objective guiding the design and execution of the Ohio public opinion poll as reported in Ohio's Education Matters 2002-2003 has been to gain an understanding of the attitudes, opinions, beliefs, and behaviors associated with education opportunities that make up Ohio's public education system. Paul Werth Associates and KnowledgeWorks Foundation designed poll questions to address specific areas of interest, as well as to track general attitudes related to the major elements of the system: K-12 public education, public colleges and universities, and community and technical colleges.

The survey was conducted via telephone with a random sample of Ohioans during the months of November and December in 2002. A total of 800 completed surveys were conducted by the Strategy Research Group (SRG), based in Columbus, using standard research phone survey and sampling protocols. The completed survey number of 800 gives us a standard sampling error of +/- 3.46% for a 95% confidence interval.

After completing the statewide survey, additional surveys were conducted using the existing survey tool in six urban school district areas around Ohio, including Akron, Canton, Cincinnati, Cleveland, Columbus, and Toledo, to create over-samples of 75 completed surveys in each school district. A total of 450 surveys are contained in this database. Any over-sample or demographic breakout information contained in this report must be viewed with the understanding that this information is based on smaller samples with higher standard sampling errors; therefore, please look for determinations that the information is statistically different as indicated in notes and text.

For all poll data, percentage differences could be due to real differences of opinion within the population or due to differences inherent in the sampling process. To assist the reader, statistical differences based on an analysis of variance are noted where they were found to exist.

Note to the reader: The year associated with each data element is the year the survey was conducted and not the reporting year. Therefore, this year's findings are reported as "2002" because the surveys were completed in November and December of the year 2002. Even though the findings from last year's *Ohio's Education Matters* 2001-2002 were reported in the year 2002, they are labeled "2001" in this year's report because the surveys were conducted in November and December of 2001.

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Quality Assurance

Strategy Research Group's professional telephone interviewing staff collected the survey data. Interviewers received extensive training in interviewing skills as well as additional project-specific training, including a read-through of the survey on paper and a review of rotation patterns, response categories, and response codes.

As part of SRG's standard quality assurance procedures, approximately 35% of all surveys were monitored and approximately 15% of all surveys were verified. Both the survey director and survey supervisors checked all survey responses for completeness, and any missing or incomplete information was recorded following the completion of the survey.

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Executive Summary

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Executive Summary

State of the Schools

Overall, Ohio's citizens gave Ohio's public schools a grade of C+, which has remained consistent over the past three years. **Ohioans are optimistic about the future,** as 60% believe Ohio's public schools are headed in the right direction. In addition, Ohioans continue to hold a more favorable opinion of their local public schools than they do of Ohio's public schools by assigning a "B" grade to their local public schools. Sixty-eight percent of Ohioans were optimistic about the future direction of their local public schools compared to 28% who were pessimistic.

Ohioans' optimism about the future of Ohio's public schools and their local public schools coincides with the findings of the Ohio Department of Education (ODE) 2003 Local Report Card. This report finds that **nearly two out of three local school districts (399 out of 608) improved** scores on at least one performance indicator over last year's measurement. Last year, ODE reported that 75% of the state's school districts (457 districts) improved on the 2002 Local Report Card by one or more indicators. Overall, 109 school districts achieved "excellent" scores compared to 71 in 2002 and 165 school districts received a higher designation in 2003 than they did in 2002.

Urban school districts continue to face significant challenges to reach a point where urban graduation rates, currently 69% for Ohio's 21 urban districts, approach the state average of 80.4% (ODE). The average graduation rate for Ohio's "Big 8" urban school districts was 57%. Among Ohio's "Big 8" urban school districts, graduation rates ranged from a low of 38% to a high of 74%. When survey respondents were also asked to estimate Ohio's urban graduation rate, they estimated a lower graduation rate for urban areas (68%) than the overall estimated graduation rate (73%).

School Improvement

One special area of study for this year's survey was the topic of high school enrollment size. Basically, do Ohioans believe limiting the size of high school enrollment to 400 students or less would produce better educational outcomes? The survey results show a strong majority of Ohioans believe limiting enrollment in high school to 400 students or less would improve teacher-student relationships, student safety, graduation rates, and academic performance. Eighty-one percent of respondents believe students in high schools with 400 students or fewer are less likely to drop out than students in schools with 1000 students or more, compared to 15% who believe students in high schools with 1000 students or more are less likely to drop out.

If the survey respondent was selecting a high school for a child, **75% would prefer a school with 400 students or less** compared to 11% of respondents who would prefer a high school with 1000 students or more. The preference gap is even higher with African-Americans (10 to 1) and urban residents (9 to 1). Suburban residents are most supportive of larger high schools, but even suburban residents prefer high schools with less than 400 students (4.4 to 1). The desire of Ohioans to access smaller schools does not match the existing options available to Ohio students: 26% of Ohio high schools have 400 students or less (185 high schools), 26% have 1000 students or more (184 high schools), and 49% have between 401 and 999 students (353 high schools).

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Communities & School Facilities

Ohioans are sending a strong message, that **in addition to rebuilding the physical structure of Ohio's schools, there is a need to rebuild the social structure surrounding schools and children.** Strong majorities believe local public schools will not continue to improve unless citizens get involved (72%), and that members of the general public should be invited to participate in the planning and design of their community's new school facilities (71%). Looking in the other direction, strong majorities (71%) believe public school officials are interested in the community's hopes and dreams for its schools.

It is clear the general public wants the design process focused on improving learning resources (science labs, auditoriums, and computers). Also, survey participants are strongly supportive of

- comprehensive after-school programs (91% favor)
- community member use of school facilities after school hours (84% favor)
- locating community programs for adults on school grounds (65% favor)
- locating community social services for children on school grounds (62% favor)

While they desire a stronger relationship with their local schools, **survey participants do not believe the community knows very much about what is happening behind school doors (66%), but would like the opportunity to learn about the decisions being made (80%).** The type of information desired by the public is likely to go well beyond discussions of budgets and test scores. It's likely to include matters such as volunteering opportunities, programs that have been developed in partnership with the community, adult education opportunities, general academic issues and activities, and opportunities to attend meetings and open houses.

College & Career Access

Ohioans continue to greatly overestimate the cost of one year's tuition at a public four-year college or university by almost two times the actual cost. The average estimate of the cost of one year's tuition without room and board at a public four-year college or university was $12,287.79. The estimated tuition cost is 7.6% higher than last year and 12.7% higher than in 2000. The overestimation of the cost of higher education continues when survey participants are asked to estimate the cost to attend one year at a four-year public college or university for a student living on campus (tuition, fees, room, and board). Survey participants estimate the cost to be $18,616.65 on average while the actual cost is closer to $11,600.

Despite relatively large tuition increases at public four-year colleges and universities in Ohio, **73% of Ohioans are optimistic about the future direction of Ohio's higher education system** and 62% assign an "A" or "B" in grading Ohio's higher education system. These results correspond favorably to last year's grades. At the same time, 45% of Ohioans believe the opportunity for a high school student in Ohio to enroll in college has increased compared to ten years ago while 24% of Ohioans believe the opportunity has decreased compared to ten years ago.

Ohio's two-year community and technical colleges are seen as a valuable economic resource to local communities across Ohio. Fifty-one percent of Ohioans believe two-year community and technical colleges are "very important" to their local economy, and 91% see two-year community or technical colleges as "very" or "somewhat" important contributors to the local economy. Seventy percent of African-Americans see two-year community and technical colleges as a "very important" contributor to the local economy, as do 56% of Ohioans with less than $25,000 in annual income, and 61% of urban residents. The main reasons people take classes are to attain specific degrees (35%), continue education (27%), job-related training (23%), and specialized classes (17%).

Funding Education in Ohio

As with last year, **Ohioans believe the top priority for Ohio's education spending is on grades K-12** with 73% of total respondents selecting K-12 as their top priority, 17% selecting early childhood, and 6% selecting public universities. The major difference this year was a significant increase in priority placed on early childhood spending by Ohioans: 17% this year compared to 7% last year. Ohio's budget deficit will force political leaders to make many tough choices about spending levels and priorities. The message from the Ohio public is clear though - don't cut K-12 spending. To assess the impact of cutting K-12 spending, we looked at the impact a spending cut would have on someone's voting intention. The research shows 70% of Ohioans oppose a cut in K-12 education spending. Overall, 82% will be less likely to vote for a legislator who votes to reduce K-12 education spending, while only 10% of participants would be more likely to vote for a legislator who votes to reduce K-12 education spending.

Support for local school board levy campaigns to build new schools based on property taxes receives a close decision with 56% favoring a levy that would increase property taxes and 40% opposing a levy that would increase property taxes. **If the property taxes are going to be used to construct a new school that is a multipurpose facility for the benefit of the entire community the favorable support goes up to 65% and opposition is reduced to 32%.**

Urban District Comparisons

Ohio's urban residents share many of the same interests and concerns about Ohio's education system as the average Ohioan. Urban residents share favorable opinions about the quality and direction of Ohio's higher education system and **believe Ohio's education system is headed in the right direction.** Urban residents place a high value on the economic contributions made by the state's two-year community and technical colleges.

Urban residents are especially concerned about the quality of their local public schools and the performance of their local high schools. As new high schools are built, urban residents would like to be engaged in the process and **perceive schools with 400 students or less improving teacher-student relationships, student safety, graduation rates, and academic performance.** They feel a personal responsibility to be involved in the school improvement process and feel their local public school facilities could be used in a variety of ways to serve the entire community.

State of the Schools

- K-12 GRADES & DIRECTION
- HIGH SCHOOL GRADUATION RATES

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State of the Schools

The majority of Ohioans are optimistic about the direction Ohio's public schools (60%) and their own local public schools (68%) are going. Even though they are optimistic about the direction, Ohioans still assign a "C+" to Ohio's public schools and a "B" to their local public schools.

Ohioans recognize that actual urban high school graduation rates as reported by the Ohio Department of Education (69%) are lagging behind the actual overall high school graduation rate (83%), but may not realize the severity of the problem in Ohio's "Big 8" urban districts, with a graduation rate of 57%.

Key Findings

Overall, Ohio's citizens gave Ohio's public schools a grade of C+, which has remained consistent over the past three years. Even though the average grade has not changed, participants are optimistic about the future, as nearly twice as many participants report Ohio's public schools are headed in the right direction (60%) compared to participants who report Ohio's public schools are headed in the wrong direction (32%).

Ohioans continue to hold a more favorable opinion of their local public schools than they do of Ohio's public schools by assigning a "B" grade to their local public schools. The grades assigned for local public schools continue to be slightly elevated from year 2000 levels, but there is not a statistically significant shift. Sixty-eight percent of Ohioans were optimistic about the future direction of their local public schools, 28% pessimistic, and 4% unsure.

Ohioans' optimism about the future of Ohio's public schools and their local public schools coincides with the findings of the Ohio Department of Education (ODE) 2003 Local Report Card. This report finds that nearly two out of three local school districts (399 out of 608) improved scores on at least one performance indicator over last year's measurement. Last year, ODE reported that 75% of the state's school districts (457 districts) improved on the 2002 Local Report Card by one or more indicators. Overall, 109 school districts achieved "excellent" scores compared to 71 in 2002 and 165 school districts received a higher designation in 2003 than they did in 2002.

Survey respondents tended to underestimate Ohio's overall high school graduation rate: the average estimate made by survey respondents was 73%, while the actual graduation rate for 2001-2002 as reported by ODE was 82.8% (Note for interested readers: The African-American student graduation rate was 60.8%).

Survey respondents were also asked to estimate Ohio's urban graduation rate. Respondents did estimate a lower graduation rate for urban areas (68%) than the overall estimated graduation rate of 73%. According to the ODE, the average graduation rate in 2001-2002 for Ohio's 21 urban districts was 69%. The average graduation rate for Ohio's "Big 8" urban school districts was 57%. Among Ohio's "Big 8" urban school districts, graduation rates ranged from a low of 38% to a high of 74%.

2001-2002 "BIG 8" GRADUATION RATES*	
AKRON CITY	73.5%
TOLEDO CITY	65.6%
DAYTON CITY	62.6%
CINCINNATI CITY	60.2%
COLUMBUS CITY	56.0%
CANTON CITY	52.4%
YOUNGSTOWN CITY	48.3%
CLEVELAND MUNICIPAL	38.1%
AVERAGE, "BIG 8"	57.1%

*SOURCE: OHIO DEPARTMENT OF EDUCATION

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Survey Results

K-12 Grades & Direction

Students are often given the grades A through F to describe the quality of their work. Suppose the public schools, kindergarten through 12th grade in Ohio, were graded in the same way. Using the A through F scale, how would you grade Ohio's public schools, kindergarten through 12th grade?

	2000	2001	2002
A	5.9%	6.9%	6.4%
B	29.1%	31.5%	33.4%
C	41.5%	39.1%	42.6%
D	12.5%	8.3%	8.9%
F	3.8%	3.4%	2.9%
DON'T KNOW	6.9%	10.3%	5.8%
REFUSED	0.4%	0.4%	0.1%

Generally speaking, would you say that Ohio's public schools are going in the right direction or the wrong direction?

RIGHT DIRECTION	59.6%
WRONG DIRECTION	31.9%
DON'T KNOW	7.8%
REFUSED	0.8%

Using the scale of A through F, what grade would you give your local public schools, kindergarten through 12th grade?

	2000	2001	2002
A	12.6%	16.5%	15.9%
B	36.4%	36.7%	40.5%
C	30.2%	28.6%	28.3%
D	12.3%	9.3%	9.5%
F	5.3%	4.2%	3.0%
DON'T KNOW	3.2%	4.6%	2.8%
REFUSED	--	<1.0%	0.1%

Generally speaking, would you say that your local public schools are going in the right direction or the wrong direction?

RIGHT DIRECTION	67.5%
WRONG DIRECTION	27.8%
DON'T KNOW	4.4%
REFUSED	0.4%

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High School Graduation Rates

Approximately what do you estimate Ohio's overall high school graduation rate to be? Specifically, what percentage of 9th graders go on to graduate with a high school diploma in four years?

	2000 ESTIMATES	2001 ESTIMATES	2002 ESTIMATES
MEAN	73.3%	72.8%	73.3%
MEDIAN	75.0%	75.0%	75.0%
2001-2002 STATE GRADUATION RATE:	81.4%	80.4%	82.8%

Approximately what do you estimate Ohio's urban high school graduation rate to be? Specifically, what percentage of 9th graders go on to graduate with a high school diploma in four years?

	2001 ESTIMATES	2002 ESTIMATES
MEAN	66.4%	68.2%
MEDIAN	70.0%	70.0%
2001-2002 AVERAGE, 21 URBAN DISTRICTS*:	59.6%	68.5%
2001-2002 AVERAGE, "BIG 8" ONLY*:	53.9%	57.1%

2001-2002 "BIG 8" GRADUATION RATES*	
AKRON CITY	73.5%
TOLEDO CITY	65.6%
DAYTON CITY	62.6%
CINCINNATI CITY	60.2%
COLUMBUS CITY	56.0%
CANTON CITY	52.4%
YOUNGSTOWN CITY	48.3%
CLEVELAND MUNICIPAL	38.1%

*SOURCE: OHIO DEPARTMENT OF EDUCATION

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School Improvement

- HIGH SCHOOL ENROLLMENT SIZE
- PUBLIC HIGH SCHOOL RATINGS
- RESPONSIBILITY & ACCOUNTABILITY
- OPPORTUNITIES FOR IMPROVEMENT

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School Improvement

By 7 to 1, Ohioans express a strong preference for high schools with less than 400 students over high schools with more than 1000 students. A strong majority of Ohioans believe that limiting enrollment in high school to 400 students or less would improve teacher-student relationships, student safety, graduation rates, and academic performance. These findings contrast with the current reality: only 26% (185) of the 722 Ohio high schools have enrollments of 400 students or less.

Key Findings

One special area of study for this year's survey was the topic of high school enrollment size. Basically, do Ohioans believe limiting the size of high school enrollment to 400 students or less would produce better educational outcomes? The survey results show a strong majority of Ohioans believe limiting enrollment in high school to 400 students or less would improve teacher-student relationships, student safety, graduation rates, and academic performance. Eighty-one percent of respondents believe students in high schools with 400 students or less are less likely to drop out than students in schools with 1000 students or more, compared to 15% who believe students in high schools with 1000 students or more are less likely to drop out.

If the survey respondent was selecting a high school for a child, 75% would prefer a school with 400 students or less compared to 11% of respondents who would prefer a high school with 1000 students or more. The preference gap is even higher with African-Americans (10 to 1) and urban residents (9 to 1). Suburban residents are most supportive of larger high schools, but even suburban residents prefer high schools with less than 400 students (4.4 to 1). The desire of Ohio residents to access smaller schools does not match the existing options available to Ohio students: 26% of Ohio high schools have 400 students or less (185 high schools), 26% have 1000 students or more (184 high schools), and 49% have between 401 and 999 students (353 high schools).

Even though Ohioans believe operating two high schools with 400 students in each would cost more to operate than one high school with 800 students, the vast majority of Ohioans prefer smaller schools. When looking at additional tax dollars, Ohioans are inclined to support additional tax dollars for high schools if the money is targeted to produce higher graduation rates; 64% would agree to additional tax dollars to produce higher graduation rates compared to 28% who would disagree.

Looking at local high school performance ratings, Ohioans score their high schools significantly lower on their ability to "set high academic expectations," "keep citizens informed about measurable educational improvements," and "help students graduate on time" than they do on "efficient use of money" and "seeking adequate community input on important decisions." Sixty-nine percent agree students are held to high academic standards and are accountable for results. As far as overall performance, Ohioans rate their local high school as slightly above average at 3.62 on a scale where 1 equals very poor and 5 equals very good. African-Americans (3.29), other races (3.15), and urban residents (3.24) rate overall local high school quality at significantly lower rates than the overall survey average of 3.62.

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Survey Results

High School Enrollment Size

For the next few questions, do you agree or disagree with the following statements about the size of high schools:

High school enrollment should not be allowed to exceed 400 students so that teachers and students can get to know and care for each other.

STRONGLY AGREE	36.3%
SOMEWHAT AGREE	23.8%
NEITHER AGREE NOR DISAGREE	5.9%
SOMEWHAT DISAGREE	18.3%
STRONGLY DISAGREE	15.8%

Keeping high school enrollment at 400 students or less would improve student safety while students are in school.

STRONGLY AGREE	39.3%
SOMEWHAT AGREE	30.5%
NEITHER AGREE NOR DISAGREE	5.3%
SOMEWHAT DISAGREE	13.9%
STRONGLY DISAGREE	10.3%

In high schools with 1000 students or more, the chances are greater that some students will fall through the cracks or drop out than in high schools with 400 students or less.

STRONGLY AGREE	53.9%
SOMEWHAT AGREE	27.4%
NEITHER AGREE NOR DISAGREE	3.6%
SOMEWHAT DISAGREE	8.8%
STRONGLY DISAGREE	6.3%

Keeping high school enrollment below 400 students would increase high school graduation rates and improve student academic performance.

STRONGLY AGREE	39.1%
SOMEWHAT AGREE	27.8%
NEITHER AGREE NOR DISAGREE	6.9%
SOMEWHAT DISAGREE	15.9%
STRONGLY DISAGREE	9.6%

I'm willing to pay additional tax dollars to high schools that produce higher graduation rates.

STRONGLY AGREE	31.6%
SOMEWHAT AGREE	32.3%
NEITHER AGREE NOR DISAGREE	7.9%
SOMEWHAT DISAGREE	10.6%
STRONGLY DISAGREE	17.1%

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A high school with 800 students is much less expensive to operate than two high schools with 400 students in each high school.

STRONGLY AGREE	27.3%
SOMEWHAT AGREE	31.1%
NEITHER AGREE NOR DISAGREE	10.4%
SOMEWHAT DISAGREE	16.5%
STRONGLY DISAGREE	11.4%

Whether or not you have children, if you were selecting a high school for a child, would you prefer a school with 400 students or less, or a school with 1000 students or more?

SCHOOLS WITH 400 STUDENTS OR LESS	75.6%
SCHOOLS WITH 1000 STUDENTS OR MORE	10.6%
DOESN'T MATTER/NO PREFERENCE	13.1%

Public High School Ratings

In general, how would you rate your local public high school in....

	AVERAGE RATING	URBAN RATING	AFRICAN-AMERICAN	SUBURBAN RATING
SETTING HIGH ACADEMIC EXPECTATIONS FOR STUDENTS?	3.62	3.19	3.41	3.68
KEEPING PARENTS AND OTHER CITIZENS WELL INFORMED ABOUT MEASURABLE EDUCATIONAL IMPROVEMENT?	3.58	3.27	3.52	3.62
HELPING STUDENTS STAY IN SCHOOL SO THEY GRADUATE ON TIME?	3.57	3.19	3.26	3.65
TEACHING STUDENTS THE BASIC SKILLS THEY NEED TO SUCCEED IN COLLEGE AND THE WORKPLACE?	3.49	3.10	3.31	3.56
SEEKING ADEQUATE COMMUNITY INPUT BEFORE MAKING IMPORTANT DECISIONS ABOUT THE SCHOOL'S FUTURE?	3.25	2.99	3.09	3.29
MAKING GOOD USE OF THE MONEY THE SCHOOL NOW HAS?	3.22	2.89	2.92	3.30

NOTE: RATINGS WERE MADE ON A SCALE OF 1 (VERY POOR) TO 5 (VERY GOOD).
A BOLD NUMBER IS STATISTICALLY DIFFERENT FROM THE AVERAGE RATING.

Overall, how would you rate your local public high school on a scale from 1 (very poor) to 5 (very good)?

MEAN	3.62
MEDIAN	4.00

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Responsibility & Accountability

For the next few questions, do you agree or disagree with the following statements as they relate to your community's high schools:

Your community has a strong sense of loyalty to your local public high schools.

STRONGLY AGREE	46.4%
SOMEWHAT AGREE	32.6%
NEITHER AGREE NOR DISAGREE	2.5%
SOMEWHAT DISAGREE	11.1%
STRONGLY DISAGREE	6.4%

Students, schools, teachers, and the community all share responsibility and accountability to promote safe, orderly, and supportive learning environments.

STRONGLY AGREE	44.9%
SOMEWHAT AGREE	37.4%
NEITHER AGREE NOR DISAGREE	3.9%
SOMEWHAT DISAGREE	8.9%
STRONGLY DISAGREE	4.1%

Students, teachers, and parents have built-in opportunities to customize the learning experience to the individual child's needs.

STRONGLY AGREE	20.4%
SOMEWHAT AGREE	40.4%
NEITHER AGREE NOR DISAGREE	6.9%
SOMEWHAT DISAGREE	18.8%
STRONGLY DISAGREE	10.6%

Schools commit enough resources to acquire technology to support student learning.

STRONGLY AGREE	31.3%
SOMEWHAT AGREE	45.0%
NEITHER AGREE NOR DISAGREE	2.6%
SOMEWHAT DISAGREE	12.5%
STRONGLY DISAGREE	6.3%

All students are held to high academic standards and are accountable for results.

STRONGLY AGREE	24.1%
SOMEWHAT AGREE	44.5%
NEITHER AGREE NOR DISAGREE	4.8%
SOMEWHAT DISAGREE	16.4%
STRONGLY DISAGREE	9.1%

Opportunities for Improvement

From your perspective, what is the most important obstacle to increasing the quality of education in your local high school? (open-ended response)

LACK OF PARENT INVOLVEMENT	18.9%
BETTER TEACHERS NEEDED	18.6%
LACK OF FUNDING	15.0%
SMALLER CLASS SIZE NEEDED	14.5%
INCREASE STUDENT INVOLVEMENT/INTEREST	6.8%
BETTER MANAGEMENT OF FUNDS	6.8%
BETTER COMPENSATION/SUPPORT FOR TEACHERS	6.3%
MORE DISCIPLINE NEEDED	5.5%
BETTER TEACHING MATERIALS/TECHNOLOGY	5.5%
LACK OF OVERALL COMMUNITY INVOLVEMENT	5.2%
LEGISLATURE/ADMINISTRATION	4.9%
LESS FOCUS ON PROFICIENCY TESTING/MORE ON BASICS	3.6%
LACK OF SAFETY	2.7%
POOR SCHOOL FACILITIES	2.2%
NEED TO IMPROVE QUALITY OF EDUCATION	2.2%
LACK OF COURSE VARIETY	1.6%
LESS FOCUS ON EXTRACURRICULAR ACTIVITIES	1.4%
LACK OF GUIDANCE COUNSELOR INVOLVEMENT	0.8%
OTHER	3.8%

Communities & School Facilities

- REBUILDING OHIO'S SCHOOLS
- RENOVATE OR BUILD NEW SCHOOLS?
- DESIRED OUTCOMES & PARTICIPATION
- PROGRAM OPTIONS
- SCHOOL – COMMUNITY RELATIONSHIPS

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Communities & School Facilities

Ohioans are sending a strong message, that in addition to rebuilding the physical structure of Ohio's schools, there is a need to rebuild the social structure surrounding schools and children. Strong majorities (72%) believe local public schools will not continue to improve unless citizens get involved. Looking in the other direction, strong majorities (71%) believe public school officials are interested in the community's hopes and dreams for its schools.

Key Findings

A majority of Ohioans are now aware of the $23.1 billion school building and renovation fund ($10.2 billion in state spending and $12.9 billion in local matching dollars); the percentage of people aware of the Ohio school facility fund increased from 45% in 2001 to 56% in 2002. There was also a strong increase in the belief that modern, up-to-date school facilities contribute to better education, as the percentage of those who strongly agree with this statement went from 24% in 2001 to 47% in 2002.

Ohioans' views on whether or not school districts should build new facilities or renovate existing ones vary according to the relative costs. According to the survey 15% believe new school buildings should be built regardless of the renovation costs and 47% believe existing schools should be renovated only if the cost is less than building a new school. Nine percent believe existing schools should be renovated regardless of costs, while 27% believe existing schools should be renovated if the costs are equal. While there appears to be a slight preference to build new schools, there still are a significant number of people who would like to see a serious consideration of the renovation option.

As for community participation in the design and planning of new school facilities, Ohioans hold an even stronger belief in the importance of general public participation as strong support went from 28% in 2001 to 44% in 2002. Other actions Ohioans believe in are: school design processes that address future educational needs, a review of the school's education priorities and methods, and a consideration of the latest research on good learning environments.

It is clear the general public wants the design process focused on improving learning resources (science labs, auditoriums, and computers). Also, survey participants are strongly supportive of

- comprehensive after-school programs (91% favor),
- community member use of school facilities after school hours (84% favor),
- locating community social services for children on school grounds (62% favor), and
- locating community programs for adults on school grounds (65% favor).

Within the survey results, Ohioans are sending a strong message that in addition to rebuilding the physical structure of the school there is a need to rebuild the social structure surrounding schools and children.

- 65% believe city and school district dollars should be combined to build recreation and general public use facilities.
- 72% agree local public schools will not continue to improve unless citizens like themselves get involved.
- 70% feel a strong personal responsibility for improving their local public schools.
- 57% believe their local public schools are facing urgent problems that require participation.
- 71% believe public school officials are interested in the community's hopes and dreams for its schools.
- 66% believe a number of important partnerships between local public schools and community organizations already exist.

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While they desire a stronger relationship with their local schools, survey participants do not believe the community knows very much about what is happening behind school doors (66%), but would like the opportunity to learn about the decisions being made (80%). The type of information desired by the public is likely to go well beyond discussions of budgets and test scores. It's likely to include matters such as volunteering opportunities, programs that have been developed partnership with the community, adult education opportunities, general academic issues and activities, and opportunities to attend meetings and open houses.

The process of building a relationship between schools and the community likely needs to take a broader view of the interests of the community, as well as of communicating the interests of the school. The public's receptiveness to this process is illustrated by the fact that 71% of respondents believe public school officials are interested in their hopes and dreams. The challenge is shown by the fact that 60% of respondents believe that outreach only occurs when their school district wants something.

Survey Results

Rebuilding Ohio's Schools

True or false, state government has committed money that can be matched by local money that could result in a total of about $23 billion being spent on building or renovating school buildings in Ohio.

	2001	2002
TRUE	45.2%	55.9%
FALSE	29.6%	33.0%
DON'T KNOW	24.6%	11.1%

Modern, up-to-date school facilities contribute to better education.

	2001	2002
STRONGLY AGREE	24.4%	46.9%
AGREE	55.8%	33.1%
NO OPINION	5.0%	5.5%
DISAGREE	12.7%	9.3%
STRONGLY DISAGREE	1.4%	5.3%
DON'T KNOW	.8%	--

Renovate or Build New Schools?

Which statement best represents your opinion on renovating older buildings, which are historically or otherwise significant?

EXISTING SCHOOL BUILDINGS SHOULD BE RENOVATED ONLY IF THE RENOVATION COSTS IS LESS THAN BUILDING A NEW SCHOOL	47.1%
EXISTING SCHOOL BUILDINGS SHOULD BE RENOVATED IF THE RENOVATION COST IS EQUAL TO BUILDING A NEW SCHOOL	27.3%
EXISTING SCHOOL BUILDINGS SHOULD BE RENOVATED EVEN IF THE RENOVATION COSTS MORE THAN BUILDING A NEW SCHOOL	8.5%
NEW SCHOOL BUILDINGS SHOULD BE BUILT REGARDLESS OF THE RENOVATION COSTS	14.8%

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Desired Outcomes & Participation

On a scale of 1 to 5, where 5 is very important and 1 is not at all important, how important are the following actions when a new school building is built?

	AVERAGE RATING
DESIGN THE BUILDING TO RESPOND TO FUTURE EDUCATION NEEDS	4.59
REVIEW THE SCHOOL'S EDUCATION PRIORITIES AND METHODS	4.33
CONSIDER THE LATEST RESEARCH ON GOOD LEARNING ENVIRONMENTS	4.33
CREATE A FACILITY THAT THE WHOLE COMMUNITY CAN USE	3.94
INVOLVE THE COMMUNITY IN PLANNING AND DESIGN	3.87

NOTE: A DIFFERENCE OF .114 BETWEEN MEANS INDICATES A STATISTICALLY SIGNIFICANT DIFFERENCE.

On a scale of 1 to 5, where 5 is very important and 1 is not at all important, how important is it for a public school building to have:

	AVERAGE RATING
SCIENCE LABS	4.62
AN AUDITORIUM	4.39
COMPUTERS IN EVERY CLASSROOM	4.35
FACILITIES FOR TECHNICAL COURSES LIKE CONSTRUCTION AND MANUFACTURING	3.92
A SWIMMING POOL	2.41

NOTE: A DIFFERENCE OF .119 BETWEEN MEANS INDICATES A STATISTICALLY SIGNIFICANT DIFFERENCE.

Members of the general public should <u>not</u> be invited to participate in the design and planning of their community's new school facilities.

	2001	2002
STRONGLY AGREE	2.2%	7.1%
AGREE	7.9%	14.4%
NO OPINION	2.6%	7.0%
DISAGREE	58.1%	27.0%
STRONGLY DISAGREE	27.8%	43.9%
DON'T KNOW	1.4%	0.4%

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Program Options

Do you favor or oppose the following programs:

A comprehensive after-school program that would use public school buildings after school hours five days a week to provide children with fun, enriching learning opportunities that extend beyond schools' traditional academic content, challenge them, and give them more individualized attention. Having heard this description would you favor or oppose providing the program to children in your community?

	2001	2002
STRONGLY FAVOR	48.8%	63.6%
SOMEWHAT FAVOR	30.6%	27.5%
UNDECIDED	6.0%	1.9%
SOMEWHAT OPPOSE	5.6%	4.1%
STRONGLY OPPOSE	5.0%	2.8%
DON'T KNOW	3.8%	0.1%

Would you be willing to pay additional tax dollars for this type of program?

	2001	2002
YES	50.6%	68.8%
NO	39.5%	27.4%
DON'T KNOW	9.7%	3.9%

Opening public schools for community members to use during afternoon, evening, and weekend hours for activities like health clinics, recreation activities, and parenting and adult education classes. Would you favor or oppose using public schools in your community for these activities?

	2001	2002
STRONGLY FAVOR	56.2%	50.4%
SOMEWHAT FAVOR	27.8%	33.4%
UNDECIDED	5.0%	1.3%
SOMEWHAT OPPOSE	4.2%	8.6%
STRONGLY OPPOSE	6.2%	6.3%
DON'T KNOW	<1.0%	0.1%

Would you be willing to pay additional tax dollars to provide additional space for such community programs?

YES	50.3%
NO	46.9%
DON'T KNOW	2.6%

Locating and providing community social services for children like health, dental and medical services within local public schools.

STRONGLY FAVOR	35.3%
SOMEWHAT FAVOR	27.1%
UNDECIDED	3.8%
SOMEWHAT OPPOSE	19.4%
STRONGLY OPPOSE	13.9%
DON'T KNOW	0.5%

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Would you be willing to pay additional tax dollars for such services?

YES	49.4%
NO	46.8%
DON'T KNOW	3.9%

Locating and providing community programs for adults like adult fitness, community activities, and parenting classes within local public schools.

STRONGLY FAVOR	25.9%
SOMEWHAT FAVOR	39.5%
UNDECIDED	2.8%
SOMEWHAT OPPOSE	15.4%
STRONGLY OPPOSE	16.4%
DON'T KNOW	0.1%

In the past six months, how many times have you been on school property or attended a meeting about your local schools?

NONE	41.8%
1-5	27.5%
6-10	9.6%
MORE THAN 10	19.1%

MEAN	11.88
MEDIAN	2.00

School-Community Relationships

Do you agree or disagree with the following statements?

Public school officials are interested in the community's hopes and dreams for its schools.

STRONGLY AGREE	25.6%
SOMEWHAT AGREE	45.6%
NEITHER AGREE NOR DISAGREE	7.9%
SOMEWHAT DISAGREE	9.5%
STRONGLY DISAGREE	9.4%
DON'T KNOW	1.8%

There are a number of important partnerships between our public schools and community organizations.

STRONGLY AGREE	23.1%
SOMEWHAT AGREE	43.1%
NEITHER AGREE NOR DISAGREE	10.4%
SOMEWHAT DISAGREE	12.8%
STRONGLY DISAGREE	6.3%
DON'T KNOW	4.4%

The only time school officials conduct outreach to the community is when they want something.

STRONGLY AGREE	31.3%
SOMEWHAT AGREE	27.5%
NEITHER AGREE NOR DISAGREE	6.5%
SOMEWHAT DISAGREE	20.6%
STRONGLY DISAGREE	12.5%
DON'T KNOW	1.6%

The community does not know very much about what is happening behind school doors.

STRONGLY AGREE	30.9%
SOMEWHAT AGREE	34.8%
NEITHER AGREE NOR DISAGREE	3.8%
SOMEWHAT DISAGREE	14.5%
STRONGLY DISAGREE	14.3%
DON'T KNOW	1.9%

A majority of my neighbors are involved in supporting our local public schools.

STRONGLY AGREE	22.8%
SOMEWHAT AGREE	32.9%
NEITHER AGREE NOR DISAGREE	10.0%
SOMEWHAT DISAGREE	18.1%
STRONGLY DISAGREE	11.6%
DON'T KNOW	4.6%

I don't have an interest in volunteering time at my local public school.

STRONGLY AGREE	16.4%
SOMEWHAT AGREE	22.9%
NEITHER AGREE NOR DISAGREE	5.1%
SOMEWHAT DISAGREE	22.5%
STRONGLY DISAGREE	31.6%
DON'T KNOW	1.5%

I would like more opportunities to learn about the decisions being made by my local public school administrators.

STRONGLY AGREE	47.9%
SOMEWHAT AGREE	31.9%
NEITHER AGREE NOR DISAGREE	8.0%
SOMEWHAT DISAGREE	6.6%
STRONGLY DISAGREE	4.8%
DON'T KNOW	0.8%

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City officials and public school officials should combine their money to build recreation facilities and other public use facilities.

STRONGLY AGREE	29.4%
SOMEWHAT AGREE	35.3%
NEITHER AGREE NOR DISAGREE	7.1%
SOMEWHAT DISAGREE	14.4%
STRONGLY DISAGREE	12.5%
DON'T KNOW	1.4%

My neighbors feel a strong sense of personal responsibility for improving our local public schools.

STRONGLY AGREE	18.4%
SOMEWHAT AGREE	34.5%
NEITHER AGREE NOR DISAGREE	14.3%
SOMEWHAT DISAGREE	18.5%
STRONGLY DISAGREE	7.4%
DON'T KNOW	7.0%

I feel a strong sense of personal responsibility for improving my local public schools.

STRONGLY AGREE	32.8%
SOMEWHAT AGREE	39.9%
NEITHER AGREE NOR DISAGREE	8.5%
SOMEWHAT DISAGREE	13.0%
STRONGLY DISAGREE	5.0%
DON'T KNOW	0.9%

Our local public schools are facing urgent problems that require me to participate in school improvement efforts.

STRONGLY AGREE	26.0%
SOMEWHAT AGREE	31.0%
NEITHER AGREE NOR DISAGREE	9.0%
SOMEWHAT DISAGREE	21.9%
STRONGLY DISAGREE	10.3%
DON'T KNOW	1.9%

Our local public schools will not continue to improve unless citizens like me get involved.

STRONGLY AGREE	39.5%
SOMEWHAT AGREE	32.1%
NEITHER AGREE NOR DISAGREE	7.4%
SOMEWHAT DISAGREE	13.1%
STRONGLY DISAGREE	7.0%
DON'T KNOW	0.8%

What do you think could be done to get everyone in your community more involved with local public schools? (open-ended response)

KEEP COMMUNITY UPDATED ON SCHOOL ISSUES AND ACTIVITIES	49.5%
HOLD MORE MEETINGS/OPEN HOUSES FOR COMMUNITY	25.1%
PROVIDE MORE PROGRAMS FOR COMMUNITY/SCHOOL INTERACTION	13.6%
SPARK AN INTEREST	9.7%
MAKE BETTER USE OF MONEY/RESOURCES	5.7%
HAVE CHILDREN IN THE SCHOOL SYSTEM	4.3%
BETTER POLITICS	2.9%
INCREASE STUDENT INVOLVEMENT IN COMMUNITY	2.5%
MORE DIRECT PARENT/TEACHER ASSOCIATION	2.2%
THE COMMUNITY IS ALREADY INVOLVED	1.4%
NOTHING CAN BE DONE	1.1%
OTHER	5.0%

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College & Career Access

- GRADING & DIRECTION
- GRADUATION RATES & FINANCING AN EDUCATION
- TWO-YEAR COMMUNITY & TECHNICAL COLLEGES

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College & Career Access

Ohioans continue to greatly overestimate the cost of one year's tuition at a public four-year college or university by almost two times the actual cost. At the same time, 45% of Ohioans believe the opportunity for a high school student in Ohio to enroll in college has increased compared to ten years ago, and 24% of Ohioans believe the opportunity has decreased.

Despite relatively large tuition increases at public four-year colleges and universities in Ohio, 73% of Ohioans are optimistic about the future direction of Ohio's higher education system and 62% assign an "A" or "B" in grading Ohio's higher education system, which corresponds favorably to last year's grades.

Ohio's two-year community and technical colleges are seen as a valuable economic resource to local communities across Ohio. Fifty-one percent of Ohioans believe two-year community and technical colleges are "very important" to their local economy, and 91% see two-year community or technical colleges as "very" or "somewhat" important contributors to the local economy.

Key Findings

Ohioans are optimistic about the future direction of higher education in the state, with 73% believing higher education in Ohio is going in the "right direction" compared to 18% believing higher education in Ohio is going in the "wrong direction." This compares favorably to a similar question asked on last year's survey that found 68% of respondents believing higher education in Ohio was on the "right track."

Although the percentage of people giving Ohio's higher education system an "A" on the scale of A through F is trending slightly downward from 17.8% in 2000 to 16.1% in 2001 to 13.9% in 2002, and the percentage giving a "D" is trending slightly upward from 1.6% in 2000 to 3.6% in 2001 to 4.8% in 2002, there is not a significant movement away from the overall favorable rating of Ohio's higher education system. In fact, 61.7% gave Ohio's higher education system an "A" or "B" in 2001 and 61.8% gave Ohio's higher education system an "A" or "B" in 2002.

The findings related to the general public's optimism about the direction and favorable higher education grades seem to conflict with the public comments made by Ohio's university and college presidents as they discuss the need for traditionally high tuition rate increases and the challenges they face in making tough budget choices. It seems the general public is disconnected from the struggles Ohio's public colleges and universities are facing.

As in the past, respondents continue to overestimate the proportion of adults in the state who have earned a college degree. This year, the average estimate was 45% compared to 40% in 2001 and 48% in 2000. This is approximately double the proportion reported in the 2000 Census, which was 20.7%. The 2000 Census information placed Ohio 41 out of 50 states in terms of educational attainment.

Furthermore, as in past years, respondents continue to overestimate the cost of higher education. The average estimate of the cost of one year's tuition without room and board at a public four-year college or university was $12,287.79, which is still more than double the average cost of the four-year public universities listed on the following page. Equally disturbing is the continuation of a trend showing an increase in the perceived cost relative to prior years. The estimated tuition cost is 7.6% higher than last year and 12.7% higher than in 2000. If adults greatly overestimate the actual cost of higher education, there is a possibility they are giving potential college students inaccurate advice about the option of pursuing higher education.

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The overestimation of the cost of higher education continues when survey participants are asked to estimate the cost to attend one year at a four-year public college or university for a student living on campus (tuition, fees, room, and board). Survey participants estimate the cost to be $18,616.65 on average while the actual cost is closer to $11,600.

INSTITUTION	UNDERGRADUATE TUITION AND FEES 2002-2003*	TUITION ROOM AND BOARD**
MIAMI UNIVERSITY OF OHIO	$ 7,600.00	$13,906.00
UNIVERSITY OF CINCINNATI	$ 6,936.00	$13,581.00
BOWLING GREEN STATE UNIVERSITY	$ 6,742.00	$10,062.00
KENT STATE UNIVERSITY	$ 6,374.00	$11,944.00
OHIO UNIVERSITY	$ 6,336.00	$13,923.00
UNIVERSITY OF AKRON	$ 6,098.00	$11,592.00
UNIVERSITY OF TOLEDO	$ 5,849.00	$11,605.00
THE OHIO STATE UNIVERSITY	$ 5,691.00	$11,955.00
CLEVELAND STATE UNIVERSITY	$ 5,496.00	$11,157.00
WRIGHT STATE UNIVERSITY	$ 5,361.00	$12,033.00
YOUNGSTOWN STATE UNIVERSITY	$ 4,996.00	$10,516.00

*SOURCE: COLLEGE AND UNIVERSITY WEBSITES

**NOTE: THESE VALUES WILL VARY DEPENDING ON DORMITORY TYPE AND CHOSEN MEAL PLAN

Ohio's higher education system is about more than just four-year public colleges and universities. One key component of the higher education system is Ohio's two-year community and technical colleges. Of the survey participants, 52% have had a person in their household attend class at one of these community and technical colleges. When asked to grade Ohio's two-year community and technical colleges, 65% gave an "A" or a "B" and the percentage assigning an "A" went from 13.3% in 2001 to 21.4% in 2002. When asked about the direction that two-year community and technical colleges are going, 82% said "right direction" compared to only 7% who said "wrong direction."

Furthermore, Ohio's two-year community and technical colleges are seen as very important contributors to the local economy by 51% of Ohioans. Ninety-one percent of Ohioans see two-year community and technical colleges as a "very" or "somewhat" important contributor to the local economy. Seventy percent of African-Americans see two-year community and technical colleges as a very important contributor to the local economy, as do 56% of Ohioans with less than $25,000 in annual income, and 61% of urban residents. The main reasons people take classes are to attain specific degrees (35%), continue education (27%), job-related training (23%), and specialized classes (17%).

From the survey findings, it is clear Ohio's community and technical colleges represent an important education opportunity for individual community members, and are viewed as a valued player in the economic vitality of the whole community.

Survey Results

Grading & Direction

Using the scale of A through F, what grade would you give Ohio's higher education system?

	2000	2001	2002
A	17.8%	16.1%	13.9%
B	48.0%	45.6%	47.9%
C	21.3%	24.0%	21.3%
D	1.6%	3.6%	4.8%
F	<1.0%	1.0%	1.3%
DON'T KNOW	10.5%	9.5%	10.8%

Generally speaking, would you say Ohio's four-year public colleges and universities are going in the right direction, or the wrong direction?

RIGHT DIRECTION	72.6%
WRONG DIRECTION	17.8%
DON'T KNOW	9.4%

Do you agree or disagree: Graduating high school students have the necessary skills and course material to succeed in standard college courses.

STRONGLY AGREE	20.4%
AGREE	45.6%
NEITHER AGREE OR DISAGREE	3.6%
DISAGREE	17.8%
STRONGLY DISAGREE	11.3%
DON'T KNOW	1.3%

Graduating high school students have the necessary skills and training to succeed in full-time jobs.

STRONGLY AGREE	19.8%
AGREE	42.3%
NEITHER AGREE OR DISAGREE	3.6%
DISAGREE	20.9%
STRONGLY DISAGREE	11.9%
DON'T KNOW	0.8%

Graduation Rates & Financing an Education

Approximately what percentage of Ohio adults would you estimate have graduated from a college or university with a four-year degree?

	2000 ESTIMATES	2001 ESTIMATES	2002 ESTIMATES
MEAN	47.67%	40.34%	45.43%
MEDIAN	49.00%	40.00%	48.00%
ACTUAL GRADUATION RATE FOR OHIOANS OVER AGE 25 (2000 U.S. CENSUS)	20.7%		

Approximately how much would you estimate tuition costs to be at a four-year public college or university in Ohio per student, per year? This would be tuition only, do not include room and board, as if the student were living at home.

	2000 ESTIMATES	2001 ESTIMATES	2002 ESTIMATES
MEAN	$10,903.40	$11,418.13	$12,287.79
MEDIAN	$8,000.00	$8,000.00	$9,000.00

Approximately how much, on average, would you estimate is the total cost to attend one year at a four-year public college or university in Ohio, per student? This would include tuition and fees, plus room and board: the total cost for a student to live on campus for one year.

MEAN	$18,616.65
MEDIAN	$15,000.00

How should students who can't afford college finance their education? (First choice and second choice.)

FEDERAL GRANTS	42.6%
STATE GRANTS	13.0%
LOANS	14.5%
PRIVATE SCHOLARSHIPS BASED ON FINANCIAL NEEDS	25.4%
THEY SHOULDN'T GO UNLESS THEY CAN PAY	2.3%

In general, do you think the opportunity for a high school student in Ohio to enroll in college has increased, decreased, or remained about the same compared to 10 years ago?

	2000	2001	2002
INCREASED GREATLY	24.1%	24.0%	13.0%
INCREASED SOMEWHAT	35.8%	28.2%	32.1%
STAYED THE SAME	23.9%	24.2%	26.6%
DECREASED SOMEWHAT	7.1%	11.1%	16.5%
DECREASED GREATLY	4.5%	6.3%	7.5%
DON'T KNOW	4.5%	6.2%	4.3%

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Two-Year Community & Technical Colleges

What grade would you give Ohio's two-year community and technical colleges?

	2001	2002
A	13.3%	21.4%
B	44.9%	43.1%
C	23.5%	18.0%
D	1.9%	3.4%
F	<1.0%	0.6%
DON'T KNOW	16.1%	13.3%

Generally speaking, would you say Ohio's public two-year community and technical colleges are going in the right direction, or the wrong direction?

RIGHT DIRECTION	81.6%
WRONG DIRECTION	6.5%
DON'T KNOW	11.6%

Has anyone in your household ever taken a class at one of these community or technical colleges?

YES	51.6%
NO	47.5%

If yes, what was the main reason for taking the class? (open-ended response)

SPECIFIC DEGREE	35.0%
CONTINUING EDUCATION	27.1%
JOB-RELATED	23.2%
SPECIALIZED CLASSES	17.4%
AFFORDABLE TUITION	8.5%
CONVENIENCE	8.0%
FOUR-YEAR COLLEGE PREPARATION	7.2%
POSTSECONDARY CREDIT	1.4%
SCHOLARSHIPS	0.5%

What do you see as the main difference between a two-year community and technical college, and a four-year college and university?

	NUMBER OF MENTIONS	PERCENTAGE OF RESPONDENTS
OVERALL COST	174	23.4%
TWO-YEAR COLLEGES PROVIDE MORE SKILL-BASED, HANDS-ON EDUCATION TOWARDS A JOB	108	14.5%
QUALITY AND DEPTH OF EDUCATION	103	13.8%
TYPE AND QUALITY OF DEGREE	94	12.6%
MORE/BETTER OPPORTUNITIES WITH FOUR-YEAR DEGREE	93	12.5%
AMOUNT OF TIME/COMMITMENT	89	12.0%
FOUR-YEAR COLLEGES PROVIDE A MORE WELL-ROUNDED EDUCATION TOWARDS A CAREER	69	9.3%
TWO-YEAR COLLEGE IS USED AS STEPPING STONE TO FOUR-YEAR COLLEGE	49	6.6%
BREADTH OF COURSE OFFERINGS/MAJORS	41	5.5%
MORE PERSONABLE (SMALLER CLASS SIZE AND CAMPUS)	39	5.2%

How important do you think your local community or technical college is to your local economy?

VERY IMPORTANT	51.1%
SOMEWHAT IMPORTANT	40.3%
SOMEWHAT UNIMPORTANT	6.0%
VERY UNIMPORTANT	1.1%
DON'T KNOW	1.5%

Funding Education in Ohio

- LEVY SUPPORT
- FUNDING PRIORITIES

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Funding Education in Ohio

Cutting K-12 education spending to address Ohio's budget crisis would be a politically difficult decision. To assess the impact of cutting K-12 spending, we looked at the impact that a spending cut would have on someone's voting intention. The research shows 70% of Ohioans oppose a cut in K-12 education spending. Fifty-six percent of the participants would be "much less" likely to vote for a legislator who votes to reduce K-12 education spending, while overall 82% would be "much less" or "less" likely to vote for a legislator who votes to reduce K-12 education spending. Only 10% of participants would be more likely to vote for a legislator who votes to reduce K-12 education spending.

Key Findings

As with last year, Ohioans believe the top priority for Ohio's education spending is on grades K-12 with 73% of total respondents selecting K-12, 17% selecting early childhood, and 6% selecting public universities. The major difference this year was a significant increase in priority placed on early childhood spending by Ohioans: 17% this year compared to 7% last year.

The growing Ohio government budget deficit will force political leaders to make many tough choices about spending levels and priorities. The message from the Ohio public is not to cut K-12 spending. To assess the impact of cutting K-12 spending, we looked at the impact a spending cut would have on someone's voting intention. The research shows 70% of Ohioans oppose a cut in K-12 education spending. Overall, 82% will be less likely to vote for a legislator who votes to reduce K-12 education spending, while 10% of participants would be more likely to vote for a legislator who votes to reduce K-12 education spending.

Support for local school board levy campaigns to build new schools based on property taxes receives a close decision with 56% favoring a levy that would increase property taxes and 40% opposing a levy that would increase property taxes. If the property taxes are going to be used to construct a new school that is a multipurpose facility for the benefit of the entire community the favorable support goes up to 65% and opposition is reduced to 32%.

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Survey Results

Levy Support

Local school boards occasionally ask voters to approve an increase in their property taxes to help fund local schools. If your local school board asked for a vote next November to increase property taxes to increase school funding, would you generally be inclined to support it or oppose it?

	2001	2002
STRONGLY FAVOR	33.4%	27.0%
SOMEWHAT FAVOR	23.5%	28.9%
SOMEWHAT OPPOSE	13.9%	14.5%
STRONGLY OPPOSE	26.3%	25.6%
DON'T KNOW	2.8%	3.6%

And, if your local school board asked voters next November for an increase in their property taxes to build a new school, would you generally be inclined to support it or oppose it?

	2001	2002
STRONGLY FAVOR	25.4%	23.8%
SOMEWHAT FAVOR	18.0%	23.1%
SOMEWHAT OPPOSE	17.6%	15.3%
STRONGLY OPPOSE	33.1%	34.6%
DON'T KNOW	5.9%	3.3%

And, if the new school would be constructed as a multipurpose facility that would also be used as a community center, open year-round, and in the evenings and on Saturdays, would you generally be inclined to support it or oppose it?

	2001	2002
STRONGLY FAVOR	34.7%	32.5%
SOMEWHAT FAVOR	28.5%	32.8%
SOMEWHAT OPPOSE	12.4%	12.5%
STRONGLY OPPOSE	19.2%	19.5%
DON'T KNOW	5.3%	2.4%

Funding Priorities

True or false: Ohio's Supreme Court is deciding a lawsuit that could find Ohio's system of school funding to be unconstitutional.

	2001	2002
TRUE	50.6%	49.6%
FALSE	25.2%	35.4%
DON'T KNOW	24.2%	14.9%

Between early childhood, K-12, and public universities, which one should be the top priority for Ohio government spending?

	2001	2002
EARLY CHILDHOOD	7.4%	16.9%
K-12	83.9%	72.9%
PUBLIC UNIVERSITIES	5.0%	6.3%
DON'T KNOW	3.7%	3.5%

The state of Ohio will likely have a budget deficit this year and next due to a slow economy. Do you support or oppose a cut in K-12 education spending to balance the budget?

STRONGLY SUPPORT	4.4%
SOMEWHAT SUPPORT	6.8%
NEITHER FAVOR OR OPPOSE	18.0%
SOMEWHAT OPPOSE	67.9%
STRONGLY OPPOSE	2.9%

If your state legislator votes to reduce K-12 education spending, would you be more or less likely to vote for your state legislator in the future?

MUCH LESS LIKELY	55.9%
LESS LIKELY	25.6%
NO AFFECT ON MY VOTE	7.0%
MORE LIKELY	7.3%
MUCH MORE LIKELY	3.0%

In general, do you believe the Ohio legislature adequately funds, more than adequately funds, or less than adequately funds Ohio's public colleges and universities?

MORE THAN ADEQUATELY FUNDS	12.3%
ADEQUATELY FUNDS	38.5%
LESS THAN ADEQUATELY FUNDS	39.9%

According to the Bureau of Labor Statistics, personal income growth in Ohio is significantly lagging behind the U.S. average. Do you believe increased funding for Ohio's public colleges and universities would increase, decrease, or have no impact on the personal income growth rate in Ohio?

INCREASE	43.9%
NO IMPACT	42.3%
DECREASE	7.9%

Urban District Comparisons

- SCHOOL GRADES
- SCHOOL IMPROVEMENT
- COMMUNITIES & SCHOOL FACILITIES
- COLLEGE & CAREER ACCESS

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Urban District Comparisons

Ohio's urban residents share many of the same interests and concerns about Ohio's education system as the average Ohioan. Urban residents share favorable opinions about the quality and direction of Ohio's higher education system and believe Ohio's education system is headed in the right direction. Urban residents place a high value on the economic contributions made by the state's two-year community and technical colleges.

Urban area residents are especially concerned about the quality of their local public schools and the performance of their local high schools. As new high schools are built, urban residents would like to be engaged in the process and perceive schools with 400 students or less improve teacher-student relationships, student safety, graduation rates, and academic performance. They feel a personal responsibility to be involved in the school improvement process and feel their local public school facilities could be used in a variety of ways to serve the entire community.

Methodology

After completing 800 statewide surveys, additional surveys were conducted using the existing survey tool in six urban school district areas around Ohio, including Akron, Canton, Cincinnati, Cleveland, Columbus, and Toledo. This created over-samples of 75 completed surveys in each urban area. A total of 450 surveys are contained in this database. Any over-sample or demographic breakout information contained in this report must be viewed with the understanding that this information is based on smaller samples with higher standard sampling errors; therefore, please look for determinations that the information is statistically different as indicated in notes and text.

For all poll data, percentage differences could be due to real differences of opinion within the population or due to differences inherent in the sampling process. To assist the reader, statistical differences based on an analysis of variance are noted where they were found to exist.

Key Findings

School Grades

In general, urban areas share a positive opinion about two-year and four-year colleges and universities with the average Ohioan, but hold a less positive opinion about his/her local public schools than the average Ohioan. The only urban area that held statistically lower opinions of each of the education levels compared to the average Ohioan was Akron.

Nearly all the urban areas studied (Akron, Cincinnati, Columbus, Cleveland, and Toledo) gave their local public schools statistically lower grades than the average Ohioan. Akron was the only urban area where nearly equal percentages of respondents believe their local public schools are going in the wrong direction (51%) as the right direction (46%). The residents in other urban areas generally agree with the state opinion, which found that 68% of Ohioans believe their local public schools are headed in the right direction and 28% believe their local schools are headed in the wrong direction.

Akron, Columbus, and Toledo gave Ohio's public education system a statistically lower grade than the statewide average. Additionally, Akron was the only urban area where more people believe that Ohio's public schools are going in the wrong direction (53%) compared to the right direction (39%).

All urban areas, except Akron, gave Ohio's two-year and four-year colleges and universities the same grades as the average Ohioan: 64% of respondents gave two-year community and technical colleges an "A" or a "B", and 63% of respondents gave four-year public colleges and universities an "A" or a "B". Akron gave statistically lower grades to both two-year community and technical colleges and four-year public colleges and universities with only 36% assigning an "A" or a "B" for two-year community and technical colleges, and 54% an "A" or a "B" to four-year public colleges and universities.

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All urban areas are optimistic about the direction of two-year community and technical colleges (82% right direction and 7% wrong direction), and four-year public colleges and universities (73% right direction and 18% wrong direction).

In estimating Ohio's overall urban graduation rate, residents in most urban areas are close to the state estimate of 68%, while residents in Cleveland (60%) and Cincinnati (61%) estimate a statistically lower urban graduation rate than the state average.

Estimated and Actual Urban Graduation Rates

	AKRON	CANTON	CINCINNATI	CLEVELAND	COLUMBUS	TOLEDO	OHIO
ESTIMATED GRADUATION RATES	66%	68%	61%	60%	71%	70%	68% (est.)
ACTUAL GRADUATION RATES, 2001-2002*	74%	52%	60%	38%	56%	66%	69%** (actual)

NOTE: BOLD FIGURES ARE STATISTICALLY LOWER THAN THE STATEWIDE SURVEY AVERAGE.
* ACTUAL GRADUATION RATES (OHIO DEPARTMENT OF EDUCATION).
**REPRESENTS THE AVERAGE GRADUATION RATE IN 2001-2002 FOR OHIO'S 21 URBAN DISTRICTS. THE AVERAGE GRADUATION RATE FOR OHIO'S "BIG 8" URBAN SCHOOL DISTRICTS (AKRON, CANTON, CINCINNATI, CLEVELAND, COLUMBUS, DAYTON, TOLEDO, AND YOUNGSTOWN) WAS 57%.

School Improvement

Overall, urban respondents score the various aspects of high school performance, such as the high school administration seeking adequate community input and overall quality of the high school education, below statewide averages. The exception is Canton, where respondents rated their local high school performance the same as the average Ohioan rated his/her local high school performance.

High School Performance Ratings

(Response Means are on a 1 to 5 scale where 1 equals "very poor" and 5 equals "very good.")

	AKRON	CANTON	CINCINNATI	CLEVELAND	COLUMBUS	TOLEDO	OHIO
SEEKING ADEQUATE COMMUNITY INPUT	2.8	3.2	3.0	3.1	3.0	2.9	3.3
HELPING STUDENTS STAY IN SCHOOL	3.0	3.4	3.1	3.3	3.2	2.9	3.6
MAKING GOOD USE OF MONEY	2.8	3.1	3.0	3.1	2.9	2.8	3.2
SETTING HIGH ACADEMIC STANDARDS	3.1	3.5	3.1	3.4	3.1	3.1	3.6
TEACHING STUDENTS COLLEGE AND WORK SKILLS	2.9	3.4	3.0	3.3	3.0	3.1	3.5
KEEPING PARENTS INFORMED	3.0	3.5	3.2	3.4	3.2	3.3	3.6
OVERALL QUALITY	3.1	3.4	3.1	3.2	3.1	3.0	3.6

NOTE: BOLD FIGURES ARE STATISTICALLY LOWER THAN THE STATEWIDE SURVEY MEAN AVERAGE.

Part of the challenge could be the level of loyalty that the communities sense in regard to their local high schools. Only Canton shares the same "strong sense of loyalty" to its local high schools as the average Ohioan feels.

The Community Has a Strong Sense of Loyalty to Our Local High School

	AKRON	CANTON	CINCINNATI	CLEVELAND	COLUMBUS	TOLEDO	OHIO
STRONGLY AGREE	20%	47%	22%	25%	25%	18%	46%
SOMEWHAT AGREE	47%	22%	36%	47%	36%	37%	33%
NEITHER AGREE NOR DISAGREE	7%	3%	0%	1%	7%	5%	3%
SOMEWHAT DISAGREE	17%	19%	21%	19%	23%	22%	11%
STRONGLY DISAGREE	9%	10%	21%	8%	9%	19%	6%

NOTE: THE RESPONSES IN AKRON, CINCINNATI, CLEVELAND, COLUMBUS, AND TOLEDO ARE STATISTICALLY DIFFERENT FROM THE STATEWIDE RESPONSES. THE AVERAGE DIFFERENCE IN EACH URBAN AREA IS LOWER THAN THE AVERAGE STATEWIDE RESPONSE, WHICH MEANS THAT THE INDIVIDUAL URBAN AREAS HAVE LESS AGREEMENT AND/OR MORE DISAGREEMENT WITH THE STATEMENT "THE COMMUNITY HAS A STRONG SENSE OF LOYALTY TO OUR LOCAL HIGH SCHOOL" IN COMPARISON TO THE STATEWIDE RESPONSE.

If urban area respondents were selecting a high school for a child, they are as likely as the average Ohio resident to select a high school with 400 students or less.

Preference of High School Size

	AKRON	CANTON	CINCINNATI	CLEVELAND	COLUMBUS	TOLEDO	OHIO
400 STUDENTS OR LESS	72%	70%	76%	79%	80%	69%	76%
1000 STUDENTS OR MORE	16%	12%	8%	10%	7%	7%	11%
NO PREFERENCE	12%	18%	15%	11%	13%	23%	13%

The urban area survey findings show that each urban district shares the belief that limiting enrollment in high school to 400 students or less would improve teacher-student relationships, student safety, graduation rates, and academic performance. Cleveland participants have a statistically higher level of agreement (70% agree) than the average Ohioan (60% agree) with the statement "enrollment in high school should not exceed 400 so students and teachers have the opportunity to get to know each other better."

Communities & School Facilities

Urban area residents share a strong belief that local public schools will not continue to improve unless citizens get involved. Also, they agree they have a personal responsibility to improve their local public schools. In Canton and Toledo there is a statistically higher level of agreement that there is a need for personal involvement in helping local public schools address urgent problems.

Our Local Public Schools Face Challenges Which Require My Participation

	AKRON	CANTON	CINCINNATI	CLEVELAND	COLUMBUS	TOLEDO	OHIO
STRONGLY AGREE	40%	45%	37%	42%	36%	50%	31%
SOMEWHAT AGREE	29%	34%	38%	23%	36%	27%	35%
NEITHER AGREE NOR DISAGREE	4%	0%	3%	8%	1%	5%	4%
SOMEWHAT DISAGREE	13%	18%	11%	13%	16%	14%	15%
STRONGLY DISAGREE	12%	4%	11%	15%	11%	4%	14%

NOTE: BOTH CANTON AND TOLEDO ARE STATISTICALLY MORE LIKELY TO AGREE WITH THIS STATEMENT THAN THAN THE AVERAGE OHIOAN (STATEWIDE).

The urban areas also share the average Ohioan's desire to see community participation in the design and planning of local school facilities, and the use of school buildings in ways to benefit the community as well as the children served by the schools. Some of these options include providing school space for social services, allowing community activities after school hours, and sponsoring comprehensive after-school programs for children. In some communities there is statistically greater support for these ideas:

- In Cincinnati, urban area residents are more likely to agree the general public should be invited to participate in the design and planning of their community's schools (82% support) than the average Ohioan (71% support).
- In Akron, there is statistically higher support for comprehensive after-school programs (76% strongly favor), and locating community social services for children such as health, dental, and mental health services on school grounds (73% favor), than the average Ohioan (63% strongly favor, and 62% favor respectively).
- In Cleveland, there is statistically higher support for comprehensive after-school programs (82% strongly favor), and opening public schools to community members for activities like health clinics, recreation and adult education classes (92% favor), than the average Ohioan (64% strongly favor, and 83% favor respectively).

The challenge seems to be to transfer this interest into collaborative partnerships that serve both school and community interests. Currently, urban residents do not believe their communities know very much about what is happening behind school doors. In Toledo (3.78) and Cleveland (6.78), the average number of visits to school property in the past six months was statistically lower than the statewide average of 11.88, but Akron (12.36), Canton (13.42), Cincinnati (11.59), and Columbus (8.65) were statistically the same as the statewide average.

A Majority of My Neighbors Are Involved in Our Local Public Schools

	AKRON	CANTON	CINCINNATI	CLEVELAND	COLUMBUS	TOLEDO	OHIO
STRONGLY AGREE	19%	18%	20%	17%	16%	8%	23%
SOMEWHAT AGREE	27%	28%	20%	29%	25%	31%	33%
NEITHER AGREE NOR DISAGREE	13%	10%	20%	11%	12%	10%	10%
SOMEWHAT DISAGREE	16%	20%	20%	25%	27%	27%	18%
STRONGLY DISAGREE	21%	18%	18%	15%	17%	19%	12%

NOTE: CINCINNATI, COLUMBUS, AND TOLEDO ARE STATISTICALLY LESS LIKELY TO AGREE WITH THIS STATEMENT THAN THAN THE AVERAGE OHIOAN.

College & Career Access

Most urban residents are as likely as the average Ohioan to overestimate the cost of one year's tuition (almost two times the actual cost) and one year's total cost to attend a public four-year college or university, but residents in Akron and Cincinnati are closer to the actual tuition costs. Also, urban residents overestimate the actual percentage of Ohioans who have obtained a four-year college or university degree (20.7% of Ohioans over the age of 25 have a four-year college or university degree according to the 2000 Census).

Four-year Public College and University Tuition and Total Cost

	AKRON	CANTON	CINCINNATI	CLEVELAND	COLUMBUS	TOLEDO	OHIO
TUITION ESTIMATE IN DOLLARS	9,035	11,070	9,897	12,590	11,371	10,942	12,288
TOTAL COST ESTIMATE IN DOLLARS (TUITION, FEES, ROOM AND BOARD)	14,953	17,310	16,174	20,724	18,016	16,264	18,617
ESTIMATED % OF ADULTS WITH A FOUR-YEAR DEGREE	39%	45%	46%	39%	46%	43%	45%

NOTE: BOLD FIGURES ARE STATISTICALLY LOWER THAN THE STATEWIDE AVERAGES.

Ohio's two-year community and technical colleges are seen as very important contributors to the local economy by 51% of Ohioans, which is statistically identical to the viewpoint of the urban areas. The one exception is Akron where urban residents still have a very favorable opinion of two-year community and technical colleges, but are statistically less likely to see two-year community and technical colleges as very important (31% very important). Overall, urban residents have a very favorable opinion of two-year community and technical colleges.

Demographics

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DEMOGRAPHICS

Have you ever volunteered at an elementary, middle, or high school in Ohio?

YES	66.1%
NO	33.6%
DON'T KNOW	0.3%

What has been your primary source for new information about the state's education issues?

CITY NEWSPAPER	16.5%
TV	15.3%
TEACHERS/LOCAL SCHOOLS	16.4%
LOCAL NEWSPAPER	34.8%
RADIO	3.8%
INTERNET	3.4%
OTHER	9.1%
DON'T KNOW	0.9%

Voting preference

DEMOCRAT	33.5%
REPUBLICAN	31.0%
INDEPENDENT	24.3%
OTHER	7.4%
DON'T KNOW	2.4%
REFUSED	1.5%

Age

18 - 25	11.1%
26 - 35	21.1%
36 - 45	24.5%
46 - 65	28.9%
OVER 65	14.1%

Highest level of education completed

ELEMENTARY SCHOOL	0.4%
SOME HIGH SCHOOL, NO DEGREE	6.1%
HIGH SCHOOL GRADUATE	27.9%
TECHNICAL OR VOCATIONAL SCHOOL	3.8%
SOME COLLEGE, NO DEGREE	17.4%
TWO-YEAR COLLEGE DEGREE	11.3%
FOUR-YEAR COLLEGE DEGREE	17.1%
POST-GRAD EDUCATION, NO ADD'L DEGREE	5.3%
ADVANCED DEGREE	10.9%
DON'T KNOW	--
REFUSED	--

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Race

CAUCASIAN	82.4%
AFRICAN AMERICAN	11.8%
HISPANIC	1.1%
ASIAN	1.0%
OTHER	2.9%
DON'T KNOW	0.1%
REFUSED	0.8%

Current employment status

EMPLOYED FULL TIME	58.0%
EMPLOYED PART TIME	7.6%
UNEMPLOYED	6.0%
STUDENT	1.9%
HOMEMAKER	7.0%
RETIRED	18.9%
DON'T KNOW	0.5%
REFUSED	0.1%

Marital status

SINGLE, NEVER MARRIED	24.0%
MARRIED	55.3%
SEPARATED	1.6%
DIVORCED	11.5%
WIDOWED	7.1%
DON'T KNOW	0.1%
REFUSED	0.4%

How many children do you have?

0	24.8%
1	13.9%
2	28.3%
3	19.9%
4	7.6%
5 OR MORE	5.5%

How many children do you have under age 18?

0	59.4%
1	15.1%
2	14.0%
3	8.4%
4	1.9%
5 OR MORE	1.1%

How many children under age 18 live in your household?

0	62.1%
1	14.5%
2	12.4%
3	7.9%
4	1.9%
5 OR MORE	1.3%

What type of school do your children attend?

PRESCHOOL	15.4%
PUBLIC SCHOOL	72.8%
PRIVATE SCHOOL	9.6%
PAROCHIAL SCHOOL	4.3%
HOME SCHOOL	3.4%

Do you consider the area in which you live to be urban, suburban, small town, or rural?

URBAN	21.8%
SUBURBAN	33.4%
SMALL TOWN	26.8%
RURAL	16.9%
DON'T KNOW	1.1%
REFUSED	0.1%

Into which of the following broad categories does your total annual household income fall?

LESS THAN $15,000	9.6%
$15,000 - $24,999	13.5%
$25,000 - $49,999	28.9%
$50,000 - $75,000	21.3%
MORE THAN $75,000	18.9%
DON'T KNOW	2.8%
REFUSED	5.1%

Sex

MALE	43.8%
FEMALE	56.3%

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